

EVERY STUDENT, EVERY SCHOOL

Sydney Region Student Services
Learning and Support
1 November 2012

Developing Student Profiles Workshop





Student Profiles: Why?

- “User Guide”
- Information to assist staff in student management
- Consistent (casuals, new staff)
- Easy to share
- Variety of reasons- ASD, Behaviour, LD, MH, Hearing, Vision, Health, etc.



Student Profiles: What?

- Name, age, class
- Strengths
- Potential issues
- Triggers, stress signals
- Strategies that work
- Motivators/incentives
- Other information that may be relevant
- No confidential or sensitive information



Student Profiles: How?

- Observations (by you or colleague)
- Other staff members (previous teacher, LST)
- Record card
- School records (attendance, suspension, etc)
- Student interview
- Parent interview
- Specialist services/agencies
- School Counsellor



Positive Partnerships – Who & Why?

- Positive Partnerships is a Federal Program that is funded through DEEWR through the Australian Government “Helping children with Autism Package”
- The initiative comprises 5 Modules which are completed in Professional Development workshops for teachers and schools. A complementary program for parents and carers.
- The package of initiatives recognises the importance of diagnosis and early intervention treatments and services along with the need for positive partnerships between schools and families.
- The matrix is designed as a tool to collect data to support positive behaviour.



Positive Partnership Matrix: What?

- Successful interventions and strategies are dependent upon a thorough understanding of the characteristics and consequent implications of an ASD for each individual.
- The matrix is a tool that is used to collect information about the student with ASD.
- It is a collaborative process whereby the student, parent / carer and others are consulted.
- It can be “tweaked” for students with challenging behaviours and/or other additional needs.



Positive Partnership Matrix: How?

- Complete the characteristics. Be explicit about what actual behaviour the student displays. eg: *“when upset, ability to express appropriate feelings is reduced”*
- Examine the impact of each characteristic on the students eg *“When upset, work is missed, other students are scared and tend to avoid working with student”*
- Identify strategies that will eliminate or reduce the impact of the characteristics eg *“When upset the student will use a temperature gauge and color chart to acknowledge and regulate emotions”*
- Work from a strength based approach and identify what works for students with ASD.



Individual Plans: Why?

- Systematic plan in response to an assessment of student needs
- Co-ordinated approach
- Uses available resources to address an agreed difficulty/concern
- Whole school acknowledgement and responsibility
- Disability Discrimination Act



Individual Plans: What?

- A plan of interventions to assist a student with identified needs in learning, behaviour, etc.
- Positive in tone
- Recognises strengths
- Has input from staff, student and parent/s
- Communicated to all relevant stakeholders
- Regular review



Individual Plans: How?

(using a Behaviour Management example)

- Identify those behaviours which are causing most:
 - Safety concerns
 - Disruption in class
 - Distress to other students and adults in the school
 - Distress to, or inhibiting the learning of, student in question
- Describe in terms of:
 - What the student actually does
 - Context in which the behaviour occurs
 - Consequences of the behaviour



Risk Management: Why?

- Some student behaviour can present a hazard to the health and safety of:
 - themselves
 - other students
 - staff
- A systematic and documented approach improves outcomes for students
- Risk assessment allows the most appropriate and efficient use of resources, timely action, consistent processes and clear communication



Risk Management: What?

- A risk management plan is a plan of intervention to improve school safety by identifying strategies to address a student's needs in the whole school context
- A risk management plan is developed in conjunction with a risk assessment



Risk Management: How?

The following tools provide step by step assistance through the risk assessment and management planning process:

- Analysis and prompt sheet
- Risk management plan proforma



Review of plans

For the ongoing effectiveness of any student plan, the school must factor in regular monitoring and review meetings, and include student and parent/s in this process where possible

Consider:

- Has anything changed? What? How?
- Are identified concerns still present?
- Are new behaviours/learning being demonstrated?
- Are strategies being implemented consistently?
- Are alterations to the plan needed? What? By whom?



Case Study Activity

Work alone or with a colleague/s

Think of a student you know (or use the case study provided)

Complete at least one of the sample templates to draft a:

- **Student Profile**
- **Student Matrix**
- **Individual Plan**
- **Risk Management Plan**

Share your plan/s with the whole group at the end of our session